

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	166	166
Number of public schools (CCD)		
Elementary	625	654
Middle	177	193
High	162	197
Combined	15	40
Other	18	3
Total	997	1,087
Number of charter schools (CCD)		
		13

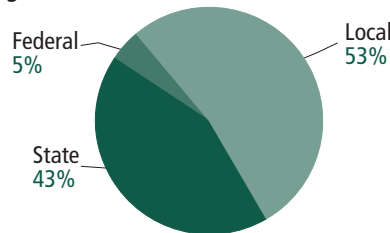
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,201,775	\$3,861,634
Noninstructional	243,055	216,609
Support	1,604,096	1,952,819
Total	5,048,927	6,031,062

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$10,174	\$10,577

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$104,126,530

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	6,216	11,133
K-8	352,360	394,795
9-12	127,655	164,008
Total (K-12)	480,015	558,803

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	13	14
Hispanic	11	14
White, non-Hispanic	73	69

Students with disabilities (OSEP)	12%	10%
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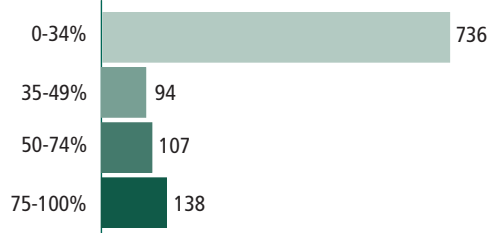
Students with limited English proficiency (NCELA)	4%	4%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	28%	31%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	145,017
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]12 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	16,018	19,004
Middle	7,409	9,712
High	8,561	12,603
Combined	368	823
Other	2,170	154
Total	34,526	42,296

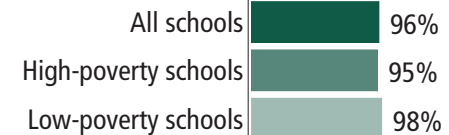
Number of FTE non-teacher staff (CCD)

Instructional aides	6,178	12,076
Instructional coordinators	416	400
Administrators	2,442	3,507
Other	18,452	28,082
Total	27,488	44,065

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	84%	71%
Mathematics	84	62
Science	90	77
Social studies	92	79

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	3%
Avg. freshman graduation rate (NCES)	80	77
College-going rate (IPEDS/NCES)	59	62

NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	38%	43%
Basic level or above	68	74
Math, Grade 8		
Proficient level or above	31%	35%
Basic level or above	70	73

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for Connecticut's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.csde.state.ct.us/public/der/edfacts/performance.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: Connecticut Mastery Test (CMT)

State student achievement levels: Basic, Below Basic, Proficient, Goal, Advanced

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	57%	55%
	Mathematics	65	64
Grade 8	Reading	57	55
	Mathematics	65	64
High school	Reading	62	62
	Mathematics	59	59

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	341 (71%)	799 (81%)	141 (82%)
Identified for improvement:			
Year 1	77 (15%)	95 (10%)	0
Year 2	0	0	0
Corrective action	8 (2%)	8 (1%)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03

	State target	State outcome
Elementary and Middle indicator: Writing assessment	70% or more students at basic or above, or increase from previous year.	Met
High school indicator: Graduation rate	n/a	n/a

NCLB choice participation

	Number of Title I students	Percent of eligible students
Title I school choice:	260	*
Supplemental educational services:	711	1%

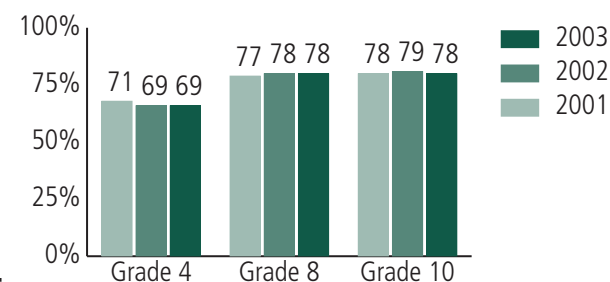
Student Achievement 2002-03

Connecticut Mastery Test/Academic Performance Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	69%	78%	78%
Economically disadvantaged students	42	53	51
Migrant students	n/a	n/a	n/a
Students with disabilities	28	38	40
Students with limited English proficiency	18	20	27
Black, non-Hispanic students	42	55	53
Hispanic students	39	50	50
White, non-Hispanic students	79	87	84

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	81%	77%	74%
Economically disadvantaged students	61	50	42
Migrant students	n/a	n/a	n/a
Students with disabilities	47	36	39
Students with limited English proficiency	45	31	32
Black, non-Hispanic students	59	48	39
Hispanic students	60	48	42
White, non-Hispanic students	89	87	86

Student achievement trend: Mathematics percent proficient level or above

